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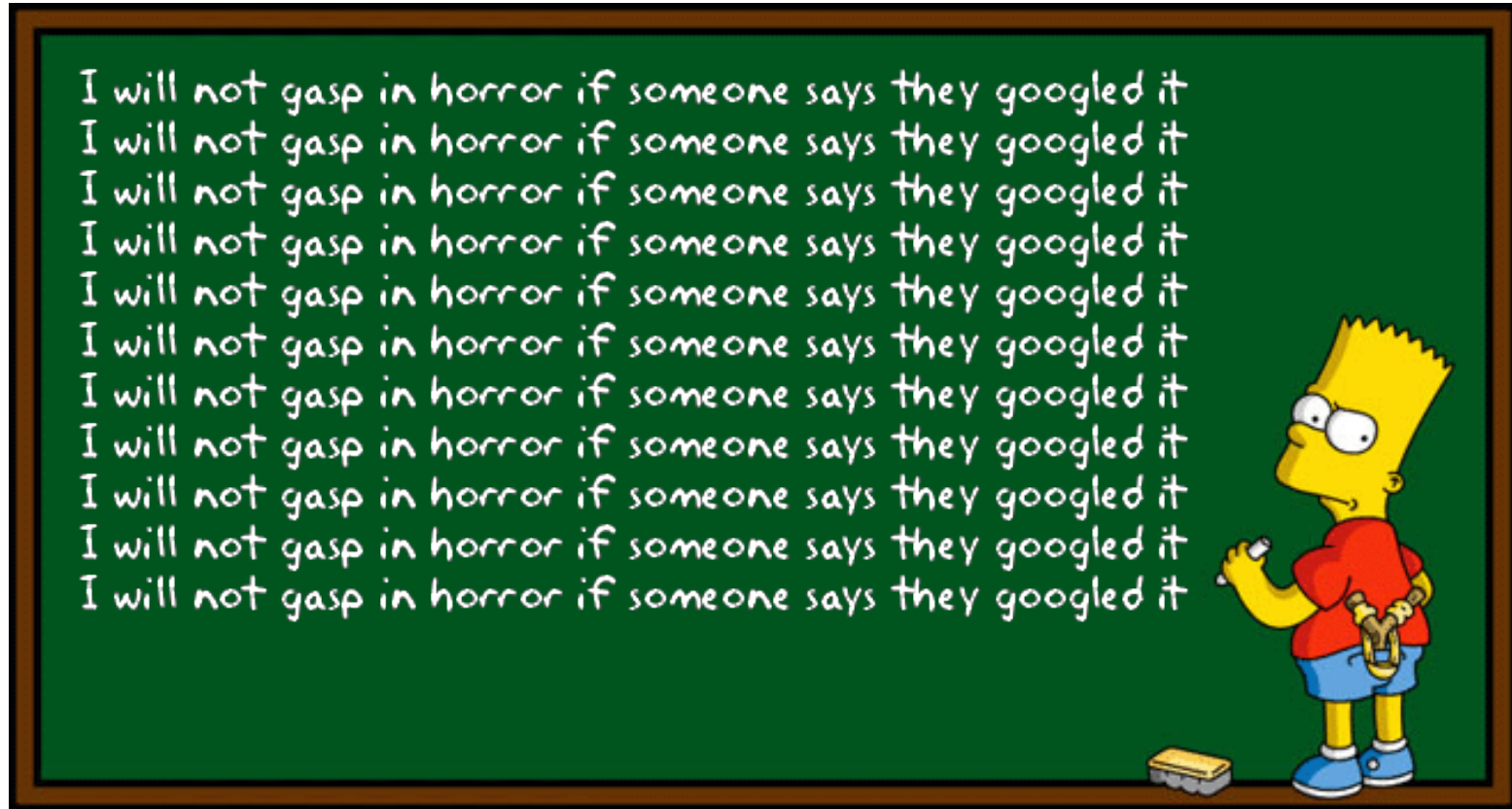
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# Search, refine, evaluate: Teaching students using only 3 words

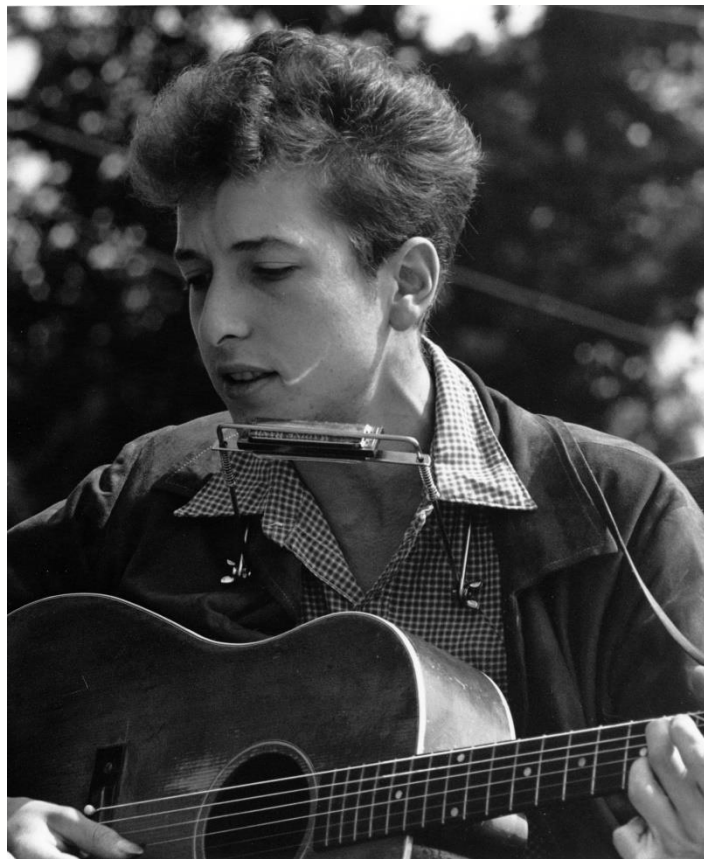
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# “I just use Google instead”



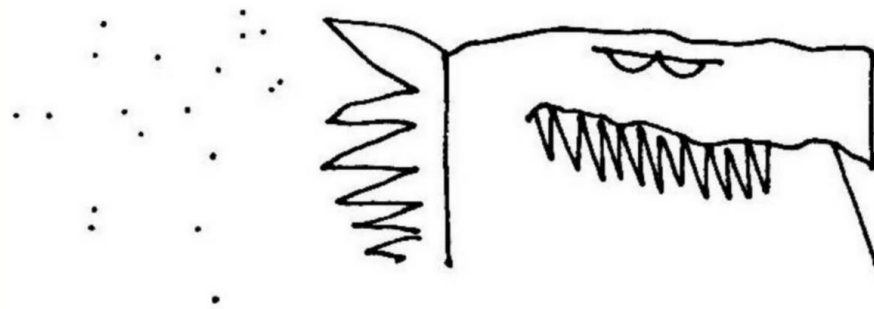




“All the great performers had something in their eyes.  
It was that 'I know something that you don't know.'  
And I wanted to be that kind of performer.”

- Bob Dylan, 2005

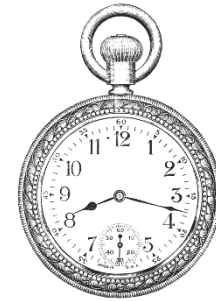
Never try to sell a meteor to  
a Dinosaur. It wastes your time  
and annoys the Dinosaur.



©hugh

- 24/7 opening
- Free music streaming – [Desktop DJ](#)
- Obscene cost of many academic journals
- Auto-referencing tools & citation trackers
- Statistical data – Public Health England's [Local Health](#) tool

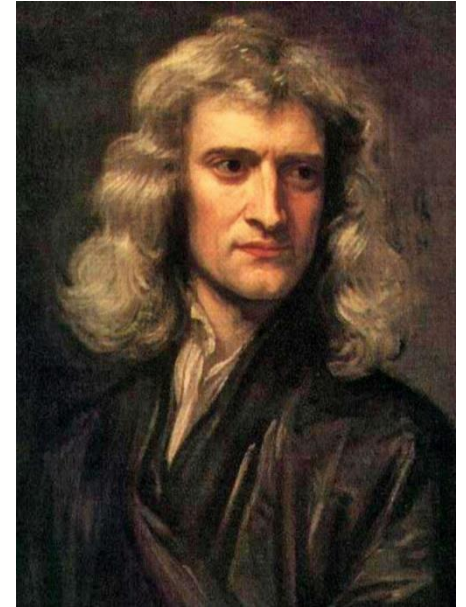
# I can show you something else you don't know...



- How to work more effectively: **Search, refine, evaluate**
- 3 stage plan:
  - Establish authority
  - Provide a *realistic* demonstration
  - Advocate other services

# On the ground and online

- Pick a topic, run the search
- Eyeball the results
- Run further searches
- Discuss the results
  - CRAAP test
  - Standing on the shoulders of giants
  - NHS [Behind the Headlines](#)
  - Citation trackers (yes, again)
  - [JSTOR Labs Text Analyser](#)
- Fast, fast, fast: *As a patron might, if just googling it...*
- Key theme: Harnessing existing skills



# Closing reflections



- Concerns: Service relevance and trivialisation
- The smartphone test
- A supplementary tool among many
- Formative conversations... Which go on...



# Contact details & Image sources

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